

## CHAPTER I

### INTRODUCTION

This chapter gives an overview of this study, which consists of the background of the study, research questions, aims of the study, the significance of the study, the scope of the study, clarification of terms and the organization of the paper.

#### 1.1 Background

In this world, there are a lot of languages used to communicate. Nation and cultural diversity are a source of variation in the languages. The diversity of the language used by a particular group is a factor in the occurrence of bilingualism. According to Grosjean (1984, p. 1) Bilingualism is the use of two or more languages. The proficiency of bilingualism may vary depending on the exposure to the other users of the language and opportunities to use the language. It is one of the factors of replacement of the language. This phenomenon known as code switching, it can occur as a whole, the incorporating elements of other languages in the language being used, or the turn of a variation of a language. Based on Poplack (1980) theory, code switching is the alternation of two languages within a single discourse, sentence or constituent. Garrett (2010, p. 11) said that code switching is the most powerful feature of informal communication. Code switching happens when the speakers speak in one language into another language as an example when they firstly use code A (as example Indonesian) and changes into code B (as example English). The occurrence of code switching cannot be separated by a bilingual situation. Code switching can be seen in between sentences (*intrasentential*) and within a single sentence (*intersentential*).

Macaro (as cited in Octora 2014, 11), there are two conditions of the occurrence of code switching; naturalistic code switching and classroom code switching. Naturalistic code switching can be seen in the existence of multilingualism in Indonesia. It does not only occur between a national language

to regional language, but also between a national language to foreign language and regional language to foreign language.

As stated before, code switching also happens in classrooms, whether it is English Second Language (ESL) classrooms or English Foreign Language (EFL) classrooms. In Indonesia, English is one of the foreign languages that becomes a compulsory subject which has been taught since the very beginning level of education. This is as the effect of the necessity of mastering English as a global language. However, since the application of English is rarely used in daily communication, it is difficult to use full English as a medium language. Due to this reason, the use of code switching has been increased in EFL classrooms. Hamied (2012) stated that code switching happens in the classroom because of the insufficiency of the teacher in English. The teachers in the EFL classrooms cannot avoid the use of Bahasa Indonesia as a medium language. Based on this reason, the teachers apply code switching as a strategy to make their pupils be able to understand and to relay the materials; from foreign language to national language or vice versa. It is in line with Linawati (2015, p. 3) that stated the students' exposure of practicing English is still lacking. This is one of the reasons why code switching happens in teaching English. However, in the EFL classrooms as Littlewood (2008) explained that the students should be given access to conditions in which the language is naturally used. It means that students should have a full English exposure as a medium language rather than a code-switched language within English to, the mother tongue (L1), Bahasa Indonesia.

The use of code switching in the EFL classrooms has been a debatable issue. Due to the presence of the use of the mother tongue (L1) it shows the lack of teachers' incredibility and capability (Labov, cited in Hughes, Shauness, and Brice, 2006). Linawati (2015, p. 2) also felt a disadvantage of using code switching in the classrooms. She stated that the teachers are not creating an appropriate atmosphere and encouraging the students' interest in learning English. In contrast, from a socio-cultural perspective, the presence of code-switched communication in the EFL classrooms encourages capability of using both

languages effectively and creative language use (Dahl, Rice, Steffensen, Amundsen, 2010). From a study of six year project in a primary school of code switching practices done by two EFL teachers, Qian, Tian and Wang (2009) found out that the teachers do the more intersentential code switching than *intrasentential* and tag switching. They also mentioned the advantages of using code switching for the teachers used in the classrooms. They are strengthening the authority and solidarity, highlighting important points, clarifying unclear points, praising students, translating unknown items and building a certain relationship with the students. As for the students' attitude based on Suganda (2012) and Hamied (2012) studies reveal that students have a positive attitude towards the use of code switching in the EFL classrooms. They feel that code switching is one of the effective language learning strategies.

Therefore, it is important to understand the nature of code switching to interpret such occurrence correctly. Due to this reason, the writer tries to analyze the occurrence of code switching in the EFL classrooms. This study focuses not only on types of code switching that occur in the EFL classrooms, but also on teachers' motives and the students' attitude towards the use of code switching.

## **1.2 Research Questions**

This study will answer the following questions:

1. What are the most frequent types of English- Indonesian code switching that take place in the EFL classrooms?
2. What are the teachers' motives of using English-Indonesian code switching in the EFL classrooms?
3. What are the students' attitudes towards the use of English-Indonesian code switching in the EFL classrooms?

## **1.3 Aims of the study**

The purposes of this study are as follows:

1. To find out the most frequent types of English-Indonesian code switching in the EFL classrooms.
2. To find out the teachers' motives of using English-Indonesian code switching in the EFL classrooms.
3. To find out the students' attitude towards the use of English-Indonesian code switching in the EFL classrooms.

#### **1.4 Significance of the Study**

This present study analyzes the teachers' motives and students' attitude towards the use of English-Indonesian code switching in the EFL classrooms. It gives valuable knowledge to reveal the use of English-Indonesian code switching in the EFL classrooms, especially in one of Junior High Schools in Bandung. Moreover, this study investigates the types of code switching usually used in the EFL classrooms, the teachers' reasons using code switching in the EFL classrooms and the students' attitude towards it. It is useful for English teachers to have more awareness of using code switching in teaching English to the students.

#### **1.5 Scope of the Study**

This research focuses on the teachers' motives and the students' attitude towards the use of code switching in the EFL classrooms. The boundary of this research is that the writer gathers the data from one of Junior High School in Bandung. To find the teachers' motive, the writer interviewed three English teachers and spread 62 questionnaires to the students based on the students' experience of learning English with their teachers.

#### **1.6 Clarification of Terms**

##### **a) Code switching**

Code switching is the alternation of two languages within a single discourse, sentence or constituent (Poplack, 1980).

##### **b) Teachers' motives**

The teachers' reasons of using code switching in the EFL classrooms (Canagarajah, 1995).

c) Attitude

Attitude involves the resources by which writers/speakers use to express emotional responses towards the participants, phenomena and processes, to judge human behavior, or to appreciate objects (Martin, J.R & White, P, 2005).

d) Students' attitude

The students' perception towards a language, positive and negative, which is influenced by the process of standardization in language (Garrett, 2010, 7)

## **1.7 The Organization of the Paper**

This research organized into five chapters. Each chapter has some subtopics that elaborate the given issue which help the readers to clarify and give details on the information about this research. The chapter is arranged as follows:

### **Chapter I. Introduction**

This chapter gives an overview of this study, which consists of the background of the study, research questions, aims of the study, the significance of the study, the scope of the study, clarification of terms and the organization of the paper.

### **Chapter II. Theoretical Review**

This chapter provides a review of the related literature. This part elaborates in detail theories which are relevant to the research. The use of this chapter is to sharpen the theoretical foundation of this research.

### **Chapter III. Research Methodology**

This chapter consists of the implementation of the research methodology in the present study. This includes research questions, research designs, research site and participants, data collections and data analysis. It also discusses research methodology which contains research method and the explanation about the data collection that the writer used.

#### **Chapter IV. Findings and Discussions**

This chapter elaborates findings and discussions. It provides the answer to the research problems. It also includes the result of the instrument analyzes and the interpretation of the findings from the study.

#### **Chapter V. Conclusions and Suggestions**

The writer gives some conclusions and suggestions related to the research. It summarizes the findings and their discussion. It also includes suggestion and recommendation for future research.